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The Director's Obligation To His Counselors
 F. H. Lewis and L. K. Hall

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 S. W. Edwards

Possible Effects of the Selective Service Act on Organized
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Money-Saving Ideas David S. Keiser

NUMBER 4

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THE DIRECTOR'S OBLIGATION TO HIS COUNSELORS

By

Frederick H. Lewis
and
Lawrence K. Hall

IT would be presumptuous for us, or for anyone, to lay down a set of rules governing the relations between a camp director and the members of his staff. We all know that differences in personalities and situations make it necessary for each camp to work out its own detailed plan of staff relationships.

In outlining the obligations of the director toward his counselors, we disclaim in advance any authority save that which arises from a consideration of those general principles which apply to the most favorable relations between human beings everywhere, and to the best interests of camping in particular. The ensuing proposals are not executive or legislative "musts" but in our opinion are common-sense applications to camping of well-recognized principles of good personnel administration.

We shall discuss six points:

(1) Representation of the camp and the job prior to employment; (2) the matter of contracts; (3) job assignment; (4) training, supervision and guidance; (5) meeting the social needs of the counselor; (6) post-camp appraisal.

1. *Representation of Camp:* The responsibility of the director in outlining to the prospective counselor the kind of camp and position he offers has been partially treated by one of the present writers in an earlier article.¹ It is not simply a matter of honesty. It is a matter of clear thinking on the director's part and of helping the counselor to think clearly. Since camps vary so widely in philosophy and practice, the counselor must depend upon the interviewing director for an accurate portrayal of the particular organization in which he will work. To some counselors the educational and administrative policies of the camp are of less immediate concern than the chance for a job, but this excuses neither director nor counselor from seeking a full pre-camp understanding. Actually, many applicants are actively interested in what the camp stands for, and respect a mature and clear-cut statement of the camp aims. To many of these applicants, it does not matter so much what the philosophy is. What counts is its maturity and sincerity.

The director who can give the counselor-to-be a complete plan of operations, will specify just what

his function is to be. The director should know his staff necessities when he is looking for new counselors. He can greatly facilitate the pre-camp preparation of his

staff members if he is able to make definite assignments. This does not imply that the counselor's part in the program is fully predetermined and inflexible. Circumstances at the time of engagement may make it necessary for the director to leave a number of things for later decision. The point is, that whatever the actual state of the plans in the director's mind, the counselor should be given the facts, together with possible eventualities.

2. *Contracts:* It is a basic tenet of good procedure in personnel administration that there should be a full understanding between employer and employee. If this understanding is complete it can be expressed in writing. The question arises as to the form in which contracts between director and counselor need to be made. Actual camping practice provides us with no established standards. It is our feeling that written understandings should serve a greater purpose than that solely of protecting director and counselor. A carefully phrased letter from the director acknowledged by the counselor meets all legal requirements and is usually more satisfactory than a printed form.

We have referred above to the director's obligation to send to a newly engaged counselor a written statement covering the director's expectations and commitments as well as conditions of living under which the counselor will work. For many directors and counselors this serves quite satisfactorily as a contract. Others require that these details be phrased in more formal terms. From the standpoint of the director's obligation to his staff, the decision should probably be made on the basis of the counselor's own request but in any event the latter should be fully prepared, by a written statement, for any regulation of his life at camp which the director enforces with his staff members.

3. *Job assignment:* Complete definiteness should mark the director's staff thinking once camp is about to begin. No vagueness should remain as to individual assignments once things are under way. Positions need not be rigidly defined, but precise obligations as well as limits of individual initiative should be

understood by all. A joy to every director is the counselor to whom he can turn for the execution of an unexpected task, but such joys are rare, and the director cannot always expect counselors to be willing or able to rescue an awkward situation. For example, there are times when a story-teller is needed, promptly. While every counselor should be a story-teller, the plain fact is that many (most?) are not. The wise director will enjoin every counselor to stock up before camp on some good stories that are callable on demand; but he should be very considerate about embarrassing counselors with requests that are unexpected. More serious emergencies are likely to arise, even in the best regulated camp, but the same respect for the counselor should prevail. The good counselor should rise to meet any such crisis, but that is aside from this discussion.

The trend in camping is toward greater and greater freedom of action for the counselor in the execution of his activity duties and in the management of the group of children directly entrusted to his guidance. Such increasing autonomy demands more from the counselor, but it also requires abler administration. Educators realize that greater skill is required of the teacher who steers learning from off-stage than of the teacher who preempts the center of the stage. Equally difficult is administration that operates from the sidelines rather than from the middle of the field. The gains are out of all proportion to the increased effort of both teacher and administrator. Each must resist the temptation to move in and take control.

This caution is particularly cogent when it comes to the relationships between cabin members and their counselor. After all, the immediate leader of the individual camper is the counselor, not the director. Except in the very small camp, the director's information about the individual camper is much less intimate than that of the camper's counselor, and his relationship is less personal. The most sincere and enthusiastic interest of a director in the individual camper cannot provide the leverage which is held by the person who lives in the same cabin with that camper. It is imperative therefore, that counselors be assigned children of the age level with which they are most familiar, and for whom they are the most enthusiastic. Beyond this, the counselor should have the implicit faith and support of the director in the guidance of his cabin group. The counselor may call for help, and in this case he should get it, judiciously, sympathetically. But directors should make it a rule with themselves that, barring obvious incompetence, the counselor should be given every evidence of confidence in his efforts.

4. *Training, supervision, and guidance:* One finds wide variation among camps in the matter of the training of counselors. We refer here not to counse-

lor-training courses offered to would-be counselors, but to the deliberate professional guidance furnished to regular members of camp staffs. All one needs to do is to observe a few counselors' meetings to note this variation. At Camp A, there are regular meetings, once or twice weekly, which show the results of planning and at which there is evidence of active group effort and thinking. Problems of local character are studied in the light of more general information and implications, rather than merely in the interest of mere expediency. Camp policies are reviewed by the group and receive the pooled criticism of many minds working for a commonly accepted objective. Three valuable results flow from this procedure: the immediate problem is more effectively handled, the staff becomes a real organism with consequent good to the camp, and the individual counselor grows in the knowledge of good camping practice as well as in grasp of human problems. The director of Camp A will turn out to be the kind of person whose intelligent approach to the problems of his campers will characterize likewise his relationships with his counselors. A counselor once wrote to his director after camp was over, "I ought to have paid you tuition for the guidance I received this past summer, rather than to have received money for my counselling services."

At Camp B, at the other extreme, there are no counselors' meetings as such. The director maintains a laissez-faire attitude toward the operation of his camp, and lets things take their natural courses. The camp has no carefully considered policies, and each counselor is left very much to his own resources. The camp is not headed in any particular direction; there are no common group goals toward which everyone, including the director, is consciously striving. Somehow or other, season after season, the camp pursues its aimless way without notable accomplishment but also without going under. Between the extremes of Camps A and B are the great majority of camps showing varying degrees of concern for the guidance and professional advancement of their staff members.

It is unfortunate that camp staff personnel, even under the most favorable conditions, is not more permanent. After all, one cannot make of camping a life work except as a director, and it is usually the private camp director for whom this is possible. None the less, we believe that the director should put forth his maximal effort each summer toward increasing the insight and effectiveness of the members of his current staff. In the larger field of camping, none of his efforts are wasted; and even in the more restricted area of his own camp interest, his devotion to the growth of his staff members will bring back to his camp rewards of the most gratifying nature.

5. *The Social Needs of the Counselor:* The director holds in his hands the disposition of the time not

only of his campers, but also of his counselors. For the former he is responsible twenty-four hours a day. For the latter he is responsible for as many hours as he chooses. Some directors feel it important to regulate quite closely the lives of their counselors when off duty. It is probably fair to say that they do this not so much in the interest of the counselors as persons, as in the interest of camp standards. The more responsibility of this kind that a director assumes, the larger is his obligation to provide social and recreational facilities for his counselors. Those directors who are less disposed to control counselors' activities twenty-four hours a day, seven days a week still have obligations to them *as persons*.

For counselors are people, too. The more they act like people the better counselors they are. Recognizing this, wise directors do what they can to help them meet the ordinary human needs for social diversion, stimulation, and relaxation. Much can be made of the point that a counselor, when on duty, works best if there is a kind of "loping easiness" about the way he covers his ground. Such counselors are rare finds. They can work day and night seven days a week, and keep on being likable. They are not typical. Most counselors require regular release from the emotional, mental, and physical tension of the job. "Hours off" should help them regain the feeling of being like themselves. If being like themselves means a need for dissipation they are scarcely qualified to be counselors at all. But they need freedom. They need a place on campus that is their own, in which the ordinary amenities of decent social life among adults anywhere are the only rules to be obeyed. Whether it is an elaborate lodge such as a few camps can provide, or a simpler retreat with a few comfortable chairs, or a farmer's house down the road, the object is the same—to afford solitude or companionship on terms of release from duty.

Group-work practice, in the counselor group, takes account of the things that develop cohesiveness, mutual acceptances of each other's personalities, inter-action, inter-feeling and inter-stimulation. Introductions thoughtfully made at the beginning of the season, a restrained and considerate technique of appreciation, parties,—some impromptu and others planned, individuals picked up by the director for trips into town,—*these are things which any socially minded director does*, almost without thinking—yet he does them by virtue of having done a great deal of thinking about the social needs of his staff associates. Why do some directors leave these things undone?

It is usually possible for directors to arrange for their counselors to have occasional social contact with persons of the opposite sex. Most of them are accustomed to it. They need it. Provision made for it reduces the risk of young counselors doing foolish

things in their quest for a bit of gaiety. The obligation that every counselor assumes, of bringing himself back to his work the better for the social experience of his time off, is matched by the obligation resting on the director, to see that his social experience need not be aimless and futile.

Just what will be done by a director who is mindful of these obligations will depend upon several factors, such as, the location of the camp, the maturity of the counselors, the facilities of the camp itself, the trust that the director places in his staff members. These factors vary widely from camp to camp. While no specific rules can be set down, each director should work out a clean-cut policy and plan that takes account of these obligations. There is bound to be improvement as directors engage only counselors who are mature enough to manage their own time wisely when off duty.

To a psychologist or social worker the term social need suggests something much more important than the quest for diversion, relaxation, stimulation, the amenities. It suggests personal lacks, evidenced in faulty adjustments with people. Many, perhaps most, counselors are young, not fully mature. Immaturity, in spots, is found in almost every person. A director may be annoyed by it, and wish to heaven human nature were not so imperfect. He may completely overlook deep-seated, skillfully concealed needs. If he is a sensitive person he may discover among his counselors, persons with one or more of these problems:

- Counselors who are hyper-sensitive to criticism.
- Counselors who are irritated by certain others.
- Counselors who irritate certain others.
- Counselors who are touchy about prerogatives.
- Counselors who are lacking in self-assurance.
- Counselors who have too much of it.
- Counselors who are lonely, and like it.
- Counselors who are lonely and try in vain to establish rapport with their fellows.
- Counselors who are suffering from heart aches.
- Counselors who have formed cliques.
- Counselors who have developed unwholesome emotional attachments to other counselors or to campers.
- Counselors who bore folks.
- Counselors who are just plain selfish—or who seem to be so.

If these social liabilities are too much in evidence in a counselor, they may seriously impair his usefulness. Persons with serious social maladjustments ought not to be employed in the first place. When the problem is not discovered until later it may be necessary to change a counselor's assignment, or to release him. The obligation rests upon the administration to perform this difficult and delicate task not alone for the purpose of helping his camp, but also with the interests of the counselor in view.

The social needs of counselors are not often so serious as to require dismissal; in fact among the very
(Continued on page 28)

The Challenge In Public Camping

Editor's Note: This article is a speech given at a joint luncheon of the N. Y. Section, A.C.A., and the Committee on Camping of the Children's Welfare Federation of New York City, Inc., January 18, 1941.

By

R. K. Atkinson

IT IS hardly conceivable that anyone who seriously believes in camping as a developmental and educational experience which should be offered to the largest possible number of our people, especially to our boys and girls, should be opposed to the widest possible extension of camping opportunities under public auspices and at public expense.

Neither can there be much doubt that such extension is just ahead of us. In this fact lies the challenge, one that comes particularly to those who have been sponsoring and promoting the camping movement and have been operating camps, both those known as "private camps", and those called "organization camps". It is one which comes to every person who has helped bring the status of camping to its present position, who has contributed to its techniques and standards, or who has worked for its growth—both in extent and in content.

To understand what we may expect in the near future let us consider the historic evolution of a variety of our common services in related fields and see how the present relationships have been achieved.

Our schools which have a long record of public support were originally established and maintained through private initiative and with private funds. As they have been taken over as a public responsibility the private school has been neither abandoned nor outlawed, but still functions, often as an experimental or demonstration center to give types of specialized service such as the public school is not giving.

Provision for the care of defective and dependent children, for the aged and the sick and for the poor was for many centuries the responsibility of charitable organizations, privately financed. An increasingly large amount of such care is today assumed by public funds, local, state and national, but the charitable agency still functions and still in large measure sets the standards and trains the professional personnel for such work.

The playground and recreation movement has followed something of the same pattern. Settlements, playground associations, religious and social-work organizations pioneered in this field and even though now the public responsibility is recognized and ac-

cepted, the privately financed groups still function and perform extensive and valuable services and exert an influence far beyond their narrow organizational boundaries.

If thus we find that services under the two types of auspices can and do function side by side in other areas, why should we regard public camping as in any sense a menace to the survival of camping as we know it? It may prove a challenge to the quality and to the standards of our camps but not to their continued existence if they deserve to survive.

The remarkable aspect of the matter is not that public camping is on the way, but rather that it has come so slowly, especially in view of the splendid demonstrations which have been carried on in Los Angeles, Oakland, Detroit and in other widely separated localities.

But now we face the question as to our attitude. I refer to those of us who have long been associated with the camping movement. Much permissive legislation has already been passed. What is ahead of us, and how soon some of it may be mandatory or so subsidized as to be rapidly accepted, no one can tell. We will not have space or time here to consider the merits or dangers of any such legislation, but there are a few specific warnings that we may well consider.

First, we should not allow any proposal that affects our field to lack the most careful and painstaking scrutiny of those who know camping best from long and intelligent experience. For example, the bill which was introduced into our last National Congress has just been proposed again, now referred to as H.R. 1074. Each of us should immediately write to our Congressman for a copy of the bill, should study it carefully and then correspond with our Representatives and our Senators, and with the Chairman of the Committee to which it is referred, expressing freely and fully our objections and our approvals, and we should be careful to register both. A negative attitude will not do—we must be constructive and suggestive.

The same procedure should apply to any other legislation, local or state, that may affect us and each

of us should take the responsibility of securing the widest possible publicity for any proposed laws, remembering always that our legislators are very responsive to "letters from home", but are very little interested in those bills to which their attention has not been called.

Second, we must maintain by all legitimate means the distinctive and unique services which our camps are able to render, and accept the challenge to make them more effective, more servicable and more highly individualized.

The analogy of the schools, social services and recreational agencies is most valuable here. Even if we have very efficient public schools we need the private school for the highly specialized and adaptable service it is rendering. Even though huge sums of money are spent for public relief, health and other social services, we still need the personalized and close contact that distinguishes our old and experienced agencies which cut through all red-tape and handle many cases that are not eligible for "public assistance". Even should provision for recreation by public support seem completely adequate in facilities and leadership, our settlements, boys' and girls' clubs, Christian, Catholic and Jewish associations and our social and civic clubs will not go out of business because in their free time there will still be lots of folks who want to choose their own forms and places for recreation, and those who want to choose their own group activities and associates.

Third, we will be seriously remiss if, after our years of interest in and work for the camping movement, we now join the ranks of that large group of Americans who make up the "there-ought-to-be-a-law" crowd. These are the folks who seem to think that whatever the need may be, the securing of legislation fully meets such a need and the citizen can then forget all about it. When this attitude has prevailed, laws have become a dead letter or, worse, action under the law has been left to those who have wanted personal or political profit from it. Whatever may happen, camping should still be the watchful interest of its proven friends.

I sincerely hope that I do not seem to be an alarmist, but now I will risk that danger in voicing a warning.

If under the inevitable expansion of camping as a responsibility of government we fail to maintain the principle that the very heart of the whole undertaking is found in the type of leadership maintained within the camp, we will lose something for which no material gain or numerical expansion can compensate.

Every experienced camp administrator knows, and the study of counsellor relationships, supervised by Hendry two or three years ago proved, that a camp is just as good, or poor, in benefits to the campers, as its leadership personnel.

It is not necessary to assume that our camps have

been perfect in this respect to suggest the possibility that if camps are operated on a tax-supported basis the question of personnel will need to be especially safeguarded. In other services that have passed over from private to public control there has sometimes been the necessity for a fight, not always successful, against the enthusiastic acceptance by officials without adequate background or training of the opportunity for the creation of a large number of new "jobs". Such officials, unless they are held to strict accountability will regard camp positions as a most desirable vacation experience, on the public payroll, for large numbers of nephews and nieces of "the boys" and a partial answer to the problem of "forgotten youth".

The problem of adequate and capable staff for public camps will be rendered even more difficult by the certain emphasis upon the material equipment of such camps. We may, unless we who know better make our influence felt, find within the next ten years, the country dotted with beautiful camp sites, provided with every modern device and the finest sanitary services so expensive to install and maintain that there is no money left for salaries that will secure the services of capable leaders.

That this danger is real is proven by the experiences of municipal playgrounds and by the schools. Many of our municipalities have gone in for playgrounds in a big way by being a "happy hunting ground" for the equipment salesman and have so cluttered up their meagre play spaces with apparatus that there is little room left for play and no money on hand to pay for leaders.

Within the last month I was told of a situation in a school district where all of the teachers have had their salaries cut because of the excessive debt service and the reduced salaries are four months in arrears because payment of interest and principal of the bonded debt comes first in the judgment of the board.

One need not find fault with well-constructed and finely equipped camps but let us remember that the material aspects of a camp are "only the tools by means of which leadership may function." If we do we will not allow the public camp to lose the soul of camping in adorning its body.

The challenge then in public camping is a call to greater faith in the work we have been carrying on and in the best of the standards we have evolved. Dewey's statement applies here with particular force, "That which the most intelligent parent desires for his child, should, in a democracy, become the concern of all for every child".

Let us paraphrase this and believe that if we have proven the value of camping for the small proportion of our people who have been able to enjoy it now, it is our duty to see that it is made available under the best auspices and the most capable leadership to a much larger portion of our population. This is a logical step in the evolution of our democracy.

WHY OPPOSITION TO HR 1074

By

Frederick L. Guggenheimer
Chairman, Committee on Legislation
American Camping Association

PRIOR to the Washington Convention of the American Camping Association, there was no doubt in my mind, and I had given considerable thought to the matter, that the members of the American Camping Association would endorse and work for the passage of bill H.R. 1074 with possible improving amendments. It seemed to me that that bill insured, if it could be passed, the realization of two objectives for which the American Camping Association and its predecessors and members had always striven, to wit, first, camping for as many children of America as possible, and second, official recognition of camping as coordinate with the school in the field of education.

To my surprise and deep regret I found considerable opposition instead of unanimous approval. During the discussion of this proposed bill at the Convention, several reasons for that opposition were expressed. My keen interest in the subject has resulted in careful consideration by me of those objections. I have requested the editor of the Camping Magazine to permit me as briefly as possible to express in its columns, my views upon those objections.

The following constitutes I believe, a complete list of the points raised by the opposition:

1. Totalitarian governments, through government controlled camps indoctrinated their youth with their evil philosophy;—hence we must not have free camps lest our youth become so indoctrinated!

2. Many Departments of Education throughout the country are politically controlled, and in most cases, such political control is evil and has hurt the best interests of education;—hence government financed camps might also be politically controlled.

3. School-controlled camps would result in regimentation.

4. Bill 1074, because it provides for Federal financing and some Federal control, would impose camping from above and not build up camping through normal development from the bottom.

The Board of Directors of the American Camping Association went on record as approving the two underlying principles of bill 1074, to wit, camping for as many children as possible and the recognition of camping as an educational process; but referred the

bill back to the Sections for further study, consideration and such individual Section action as may be deemed desirable. It seems to me that the first step in such further study must be an appraisal of the arguments presented by the opposition as listed above. If we are in accord as to the objectives of the bill, then it seems to me to be our duty as camping people and as educators, and especially the duty of the American Camping Association and its Sections as professional organizations, not summarily to dismiss the bill but earnestly and aggressively to address ourselves to the problem of so working for an ideal bill as to effectuate the objectives which we have approved and to eliminate its defects.

It appears to me that all of the objections listed are based primarily upon two dangerous and undesirable motivations, to wit, fear,—fear of the unknown and the untried; and second, lack of faith in democratic processes of government. Both of these motivations are obviously largely influenced by the specter of what has been done in totalitarian or dictator countries. I earnestly submit that it becomes necessary for us in America to keep our minds and our points of view concentrated upon the objectives which we seek in this country through our long tried though perhaps still imperfect American methods and that there could be no more dangerous procedure in American thought and action than through fear and lack of faith to refuse to seek worthy objectives lest we may deteriorate into the tragic practices unfortunately adopted by foreign countries. If we will keep this thought in mind, it seems to me that each of the four objections raised by the opposition fall of their own weight. If we follow those objections to their logical conclusion, we would stop in our tracks and instead of making progress, would retrograde until we become a static,—hence a decadent civilization.

Are we to say that because totalitarian governments began the indoctrination of their youth with their particular creeds by building up strong and healthy and vigorous young men and women as preliminary to that indoctrination, that we in America must not dare similarly to build up strong and healthy and vigorous young people for fear that we too shall go

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Capital Section Opposes HR 1074

Editors Note: The following is a letter addressed to the Board of Directors of the American Camping Association by the National Capital Section.

The National Capital Section of the American Camping Association disapproved the bill, H.R. 1074 (formerly H.R. 10606). This action was taken at a regular meeting on January 17, 1941 in response to the recommendations of the National Executive Committee. We believe the bill threatens the American system of local control over education and that, if adopted, it would lead to the establishment of a system of national children's training camps similar to those of Germany and Italy.

Like others who believe in the importance of camping as a part of education, we desire that camping experience be made available to an ever-increasing number of children. We believe that the camping movement is experiencing a healthy growth and that this will continue under local leadership and control. The hasty expansion of camping made necessary by the provisions of this bill will, in our opinion, wreck much of the fine work that is being done now and will set camping back rather than advance it.

We are also against this bill because of its effect on our school system. We believe that Federal aid for education is needed because of the inequalities of wealth between the several States. However, we also believe that this aid should be available in terms of large freedom to each State to plan programs in terms of its needs and desires. This freedom cannot be safeguarded under a policy of earmarked funds for special purposes such as physical education and camping. This viewpoint is presented in the report of the President's Advisory Committee on Education in its report of February, 1938.

Although the bill, in its latest form, contains what appear to be ample safeguards against Federal domination and control of the program, its proponents have overlooked the experience under the earmarked appropriations of the Smith-Hughes Act, and that the Federal staff administering this Act has largely determined the policies governing the use of State, as well as local funds for vocational education. On this the Report of the Advisory Committee on Education says:

"An excessive amount of Federal control appears to have been exercised over many aspects of the federally aided system of vocational education. This control has been due in large part to the provisions of the statutes, but it also appears to have resulted in part from the manner in which those provisions have been interpreted and administered by the United States Office of Education and its

predecessor in the work, the Federal Board for Vocational Education. The Smith-Hughes Act, for example, requires the States to submit plans for approval, and enumerates eight items to be included in these plans. Although these items reach far into local school administration, the required plans could be made relatively simple. Instead, a topical outline has been issued by the Office of Education which lists some 22 pages of items that must be included in State plans in the order specified."

When funds are appropriated for specific purposes such as camping, it becomes necessary for the Federal Government to develop machinery reaching to the most remote community. This creates constant pressure from the Federal Government to expand programs, to modify programs, or to curtail programs in terms of the viewpoints of the Federal representatives. Such pressure has the effect of destroying the interest of local authorities in analyzing their own needs and in developing appropriate programs to meet these needs.


The bill would create a body of Federal employees "for the sole purpose of supervising the dissemination of all information" who would have a strong personal incentive for perpetuating and extending their control over the program. The difficulty in effecting changes to meet new needs would be increased by the activity of this body of Federal employees.

If the Federal Government were to earmark for specific educational purposes all future educational appropriations, it would not be long before we would have such a degree of Federal control as would destroy the advantages that have come from our decentralized administration of education.

A decentralized administration of education is a most effective means of protecting the people of the United States against regimentation of views and opinions.

We do not believe that the bill's provision for advisory councils to be appointed by the State educational authority offers any real safeguard against regimentation and other evils that may arise from the passage of this bill as it is known that some of our State educational authorities are politically controlled.

Our discussion of this bill revealed other objections which we have not enumerated here. We gave it full and fair consideration before taking action, and the vote to disapprove lacked but one vote of being unanimous.




Tree Conservation= A Camping Opportunity

By

Robert G. Lechner

"A PEOPLE without children would face a hopeless future; a country without trees is almost as helpless; forests which are so used that they cannot renew themselves will soon vanish, and with them all their benefits. When you help to preserve our forests or plant new ones you are acting the part of a good citizen."—Theodore Roosevelt.



Thousands of
Red Pine Seedlings
for the
Campers of
Tomorrow

THE CAMPING MAGAZINE



Photo by Frank S. Gebr

To the layman the term "conservation" is often a misnomer implying a mere hoarding of natural wealth. The real purpose of intelligent conservation, according to Havemeyer, is simply to guard against "willful waste" so that future generations need not be handicapped by 'woeful want.' It is the intelligent husbandry of our renewable natural resources, that they may provide for human needs, propagate their kind, and pass intact from one generation to another.

We, in the camping field, certainly have an understanding, an appreciation of the above statement, and are in a position to do a practical constructive job in fostering a program in the field of conservation. It is the purpose of this article to give you the experiences I have had in a practical way and a summary of the materials and sources available for tree conservation.

NEED FOR TREELIFE CONSERVATION

That there is a definite need for conservation of treelife is a well-recognized fact. Our treelife will not last indefinitely. Where has it gone? (1) Each year 400,000,000 trees of average size are cut from the forests—enough to cover an area equal to all Massachusetts, Connecticut, Rhode Island and Delaware. (2) Forest fires in the United States during 1934 cost upwards of \$124,000 a day, and it will

take 200 years to replace this loss at the rate we are now going. (3) Insects destroy thousands of acres of valuable forests each year. (4) Waste. Stopping preventable waste will save yearly half as much as now grows every year. (5) Diseases destroy upwards of a billion cubic feet per year.

All but one of the above items are *waste*. The legitimate needs of industry and life in our civilization of today call for our forest products. We are dependent upon forest products and cannot do without them. The problem becomes even more acute in our present national emergency. We are faced with the fact that in North America one twelfth of the world's people uses about one half of all the timber consumed by the world.

WHAT IS BEING DONE

A great deal has been done by various governmental and private agencies since the opening of the present generation. Today nearly every state has its private nursery. The federal government has undertaken to aid in conservation through its forest service, soil conservation service and national forest service. Private organizations are doing their part.

But even with all of these agencies working we must realize that in a democratic nation this movement needs the backing of every citizen and future



Photo by U. S. Forest Service
A Week Before, This Was A Luxurious Camping Ground

citizen to gain the necessary impetus. We as camping people are in a key position to aid in this vital problem and we should take advantage of our position.

WHAT THE BUSY CAMP DIRECTOR CAN DO

"The average normal child is interested in trees. He is eager to hear of the forests and the wild things that make their home there. It is a very natural interest too, for trees form the background of our history and our very existence as a nation has been made possible by our forest heritage. A child who does not learn a little of the importance trees bear to human progress and human welfare has missed one of the basic facts of education. He should know that our civilization is founded on wood, that our very scheme of things presupposes a continuous source of lumber, fuel-wood, paper-pulp and other forest products. But he should know, too, that we have used our forests so lavishly that the citizen of to-

morrow is confronted with a future of restricted wood supply." (Charles Lathrop Pack.)

It is the child's right to know this, or he faces with no forewarning the menace a forestless future brings. It is the obligation of every camp organization to see that he is so informed. It is a simple, interesting story, this story of our forests, and we in the camping environment are fortunate indeed to have the great outdoors for our classroom.

As a busy camp leader you are interested in the practical things we have done at Echo Hill that we can pass on to you. My experience was a result of necessity, and my knowledge grew as the projects progressed. I believe your problem will bear many points of similarity. You need an interested but not necessarily experienced person to start this type of program. Our property when first obtained was a run-down farm in need of reclamation but highly adaptable for camping purposes. In order to enhance its value and reclaim the land we embarked upon our present program of conservation. Upon reflection, other camp directors will no doubt find at least parts of their camp property in similar condition and suitable for reforestation projects.

Problem One.—Your first consideration is to determine the species of trees your soil will support.

My solution to this problem was to check with the county agricultural agent and the state nurseries. I found these agencies most cooperative and willing to help solve the problem in conjunction with the C.C.C. The first year we planted 50,000 trees including Norway and green spruce, red, white, jack, Scotch and Austrian pine; douglas fir, Japanese larch, red oak, black and white locust and black walnut. You will find it advisable to plant a mixed plantation. This aids in keeping disease out and gives a natural appearance to the forest when grown.

Problem Two.—Where to purchase trees adaptable to your soil and climatic conditions.

The above agencies and local nurseries will advise on the species to plant. They also have available planting stock. The state nursery's stock is less expensive but is sold with certain restrictions. This matter should be considered. If you cannot purchase commercial nursery stock locally, consult your state nursery for lists of available sources. Buy as near to your planting locality as possible.

Problem Three.—Method of planting. (Seedlings)

In some localities the C.C.C. will plant your stock and the state nurseries have men they can recommend for such planting. We have found both of these agencies successful and economical. It is rather a simple process, this planting, and if one has time, the planting can be done without cost.

Problem Four.—Method of planting larger specimens.

In locating larger specimens it is always advisable to work at first with commercial nurserymen. This



Photo by U. S. Forest Service

Guardians of the Trees Are Ever on the Lookout

insures good trees until you have gained experience. We have found many lovely trees on our property that were poorly placed. These were moved to new locations during the late fall and winter months by our caretaker with the assistance of local labor.

Eleven trees averaging five-inch butts were moved and planted for \$40.00. These same trees would cost about \$40.00 apiece if bought from and planted by a commercial nursery. Your state agencies have pamphlets available covering details of such problems.

The above are all things primarily sponsored and carried through by the director. This is the groundwork. Once planted, trees need a certain amount of care to insure their life and development. This is where the campers' interest and help should be aroused.

GETTING THE CAMPER INTO THE PROGRAM

National Stand of Trees.—We have solved our own problem by developing a national arboretum of trees native to each state. This arboretum is planted in rows, each row of trees representing a state. Of course at present they are still small transplants. We have trees living from every state in the

Union. In the original planting there were approximately one thousand trees, seven hundred of which survived. We consider this a good record in view of the fact that the trees came from many sections of the country and included several unusual species. The publicity of these facts serves as an interest arouser.

As part of our conservation program, this arboretum is cared for by the campers as a regular activity on our camp program and includes the following; watering, cultivation, spraying, pruning, transplanting and making useful devices for protection from rodents and animals.

As part of the nature-study program campers learn the names and identification of the trees, leaves, blossoms, and seed pods and the section in which they are native. Campers are encouraged to locate additional trees of these species in the woodland in and about camp. They also make blueprints and plaster casts of leaves.

In correlation with the woodcraft program, campers make and maintain appropriate rustic signs and labels for marking.

Tree Life-Saving Club.—To care for the larger
(Continued on page 31)

Purposeful Trips==

A Program for Enriching Camping

By

Herbert Bearl

IT IS the school's misfortune that it must rely on bringing the world into the classroom for teaching. The child is annoyed for he knows that the true world is outside the school and only an artificial one exists inside. The summer camp, on the other hand, is organized on the more wholesome and natural principle that learning takes place out in the world and not in any cloistered part of it. This very fact alone lures youth, and every summer inspires an eager trek to the rural communities in which the camps are situated.

The school is handicapped because it is too large and thus immobile, but the camp rarely grows beyond a point at which its versatility in traveling would be hampered. Camp groups are so constituted that with ease any part of the greater organization can pack up and saunter out.

It is indeed a pity that some camps have ignored their educational responsibilities, but it is even more regrettable that camps with altruistic intentions and capable staffs have resorted to artificial programs which, like the school, prevent the child from ambling out into the surrounding neighborhood for learning. Confining the child in school is bad

enough, but when the camp, for want of a better program, adopts school techniques and establishes school patterns, it will soon find the child rebelling against the camp as he would the school that binds its "pupa" in a chrysalis.

Tedium, discontent, and unrest will fast strangle the camp that permits anchored school organization to stagnate its policy. However, an intelligent trip program coordinated with other camp activities can encourage high-spirited youthful expression and endear the youngster to the out-of-doors and its defending adjunct, the summer camp. Youth must not become cold to the institution of camping.

It would be folly to suggest hiking or any other type of trip for its own sake. Enjoying anything for its own sake is far too subtle a pleasure for adults, no less children. But a motivated wayfaring program, a *purposeful* trip, will catch the fancy of a youth that quickly gets "fed up" with monotonous regulated living, especially in one place.

These trips should be well-organized and planned to supplement the activities on campus. Unless the child feels a need for the trip in question, no purpose will be served and the trip may degenerate into a de-



An Older
Camper
Leads a Group
of
Younger Naturalists
on an
Insect Hunt

vice for marking time. In this sense, *purpose* is the main consideration and the most careful plans should be conceived for giving encouragement and meaning to groups that leave camp. Thus in the preparation of peregrination programs it is wise to consult the child. Without the suggestions of the youngster, aims may be formulated that are either beyond or beneath the grasp of the camper.

Out of the activities in camp, and the general camp policy purposes for trips will arise. For example, a camp emphasizing nature will conduct nature trips, one stressing photography can send out photo trips. Even if dramatics dominates the camp scene trips in this field of activity can also be arranged. The director will soon find that most camp projects can be supplemented by related ventures out of camp.

The following table will suggest some camp activities and the nature of the associated trips:

<i>Activity</i>	<i>Trip purpose</i>
Museum or nature study	To study birds, animals, plants, mines and quarries. To visit zoos, museums, gardens, farms, laboratories, nurseries, hatcheries. To visit agricultural stations, fire lookouts, factories, and colleges.
Handicraft	To learn how to make use of forest materials. Out-of-camp woodworking.
Pioneering or Scouting	To learn how to be self-sufficient in field and forest. Rafts, lean-tos, campsites, fires, and towers can be built. Also use of knife, axe, rope, and natural materials.
Mapping (part of scouting)	To teach surveying, compass use, map reading, and the determination of height and time.

A Canoe Trip Reveals the Reasons for Rapids, Dead Water, High Banks and Beaches



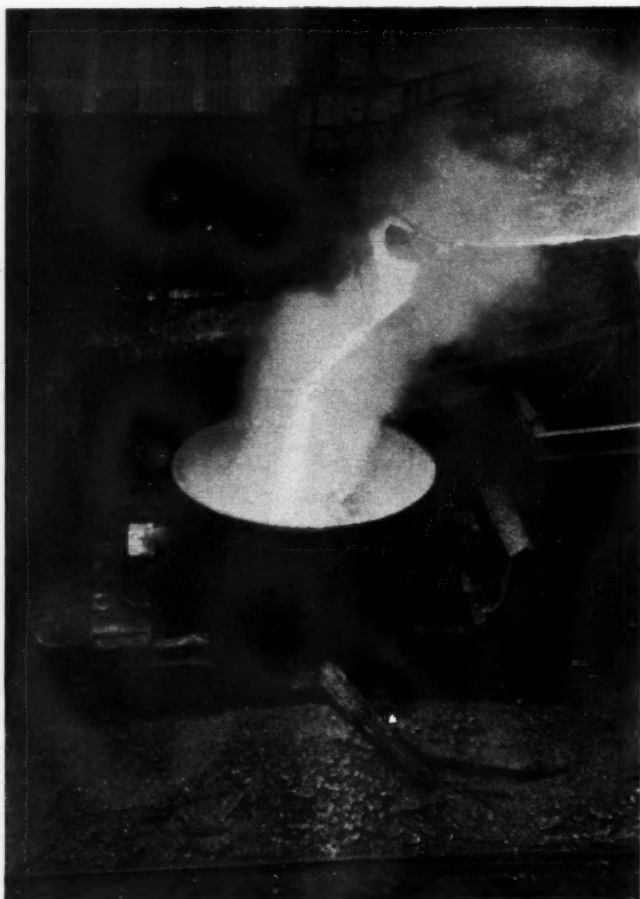
A Motorboat Takes Campers out to Sea to Study Shore Geology, Islands, Birds, Etc.

Art	To sketch, paint, study form.
Photography	To photograph villages, farms, roads, streams, animals, plants, etc.
Dramatics	To visit country theatres and summer playhouses. Study staging and rehearsal.
Music	Attend concerts, and play for other camps, hospitals, and small villages.
Community Life	A self-governing camp should step out to visit local communities and ask questions.
Spiritual Life	A reverent child should learn tolerance and observe other people at prayer.
Industrial Life	Local businesses are great teachers.
Athletics	Play and watch out-of-camp teams.

The above are only a few of the better-known activities and some of the purposes that can motivate expeditions. It should be noted that no mention is made of canoe trips for the same reason one would not mention a bus trip. The means of transportation is entirely different from the purpose. Some camps have made the means the end which practice is just so much misplaced effort without consideration of the ultimate value and significance of trips.

There are camps that spend many days just canoeing, or just horseback riding. If the aim is the means alone, the trip is immediately limited to the few who can be induced to take the journey. The child gets little; transportation is hardly an educational requisite.

It is true that a child should master processes of



Industry Is a Great Teacher. Many Are Near Enough to be Studied.

navigating a canoe, riding a horse, a bicycle, or even a wagon. But these learning techniques should take place under expert supervision within or near the camp. It is certainly a risky policy to use the trip as a device for teaching methods of locomotion. Throwing the child into the brink to swim or sink is bad teaching and dangerous.

After the child has been instructed in canoeing or horseback riding he or she is ready to use that method as a means for getting places to do things. The "fine art" of riding or canoeing, etc., is just that much hokum for the majority of campers. Every means of travel has its place in purposeful trips. Let us journey for knowledge, not "art."

A nature trip could require the use of horses, and a sketching trip could make use of boats. A photography trip can be taken by bicycles, and a mapping trip by wagon. The locality, the equipment and the number of campers ready to travel will determine the means of transportation. But above all transportation will be implied in the *purpose* of the trip.

Walking, bicycling, horseback riding, canoeing, bus riding, automobile travel and horse and wagon are some of the common modes of travel used by camps. These of course cannot be used in all places and the camp must choose for itself those means best at its disposal.

The question of how long a trip should take, is

again left to the discretion of the camp directors and the purpose adopted for the said excursion. A trip to visit many mines may require several days, while one to study a professional playhouse could be done in a day. A trip of a pioneering nature may require a full week or more and will even make use of wagons, busses, trains and canoes all in the one expedition. Afternoon trips are popular for plant study, and one-day trips can be put to good advantage for photography and sketching. Overnight trips are used for scouting purposes, and several day tours can plan to visit industries, communities, and local institutions. Time we will note is directly proportional to the distance and the means of conveyance. Of primary significance, however, is the evaluation of the campers' physical fitness. This invariably determines the question of *how long* more than anything else.

Unlike time, expense has no set relationship with distance and means of transportation. Walking can cover great distances at little expense. Bicycles must be serviced, canoes rented or portaged, horses must be fed, autos must be fueled, and busses often must be rented. All this may or may not be very expensive. The camp that owns and operates any of the above will in some cases find it cheaper than renting, but there are occasions when renting a canoe, for example, will be less expensive than carrying it to a distant lake or river system. No rule in this matter

(Continued on page 26)

Trips to Quarries Reveal the Wealth and Beauty of Earth



LIGHT-WEIGHT EQUIPMENT FOR SUMMER HIKING

THE hiker who travels with a happy heart and a light pack will have great pride in memorable journeys. The pride which comes after having joyously achieved distance on foot and viewed far horizons from a mountain top is the result of many personal satisfactions. It is compounded of the realization, perhaps inarticulate in the young, that he who walks has attained increased vigor, greater manliness, a finer dignity, and the sense of being closer to Earth from which all good things have arisen. There are many things to be experienced by one who travels along a mountain ridge in the half-light of just before dawn. There are uncounted nuances of feeling and impression awaiting the walker along a forest trail, or following down a dim hemlock ravine. All over these United States there are individuals and groups re-affirming the old belief that until one walks abroad one has not really lived.

Walking, as a distinct field of outdoor activity, is becoming an increasingly important item in the "must do" list of events planned by directors of young people's groups; Boy or Girl Scout Troops, public summer camps hidden on pine-shielded lakes, church youth conventions, and Federal Forest or Park Service recreational set-ups find that hiking is an integral part of group activity—wholesome, invigorating.

The old-timer on the trail, or the neophyte spending the first summer at a boys' or girls' camp where hiking is on the program, is very much concerned with the matter of hiking equipment. Particularly is this true of the counselor or leader whose prior plans for a group hike, or a hiking-camping trip should include a long study of what the market affords in the way of *light-weight* camping equipment, specialized clothing and suitable foods for the trail, whether it be only an overnight trip through flat terrain or mountain trip walking in the higher altitudes for a week's duration.

To really enjoy walking one must have suitable gear. Too often this has meant "any old stuff" just picked up at random. A responsible leader will insist that those in his charge be properly equipped. For half-day or day hikes the gear is simple, both for the small or large party. Light packs, light sweater, with rain-proof, lunch and such items as camera, binoculars, books of reference on flowers, animals, trees, birds; one medical kit for the group; maps; compass; a knife; canteen when necessary; and such additional items as preference dictates for a

By

S. W. Edwards

particular group, may be valuable for the safety and enjoyment of the group will generally be quite sufficient. Long distance hiking—a feature of many summer camps for young people as well as for older people—wherein the group must be self-sufficient in cooking, carrying and camping is quite another matter.

Our purpose at this time is to present to those interested—call them camping-hikers—some considerations of the light-weight camping technique. We believe that camping-hiker so equipped will achieve the maximum of enjoyment on the hike or the long trail; to him, freed from being a "pack-horse", will accrue the greatest benefits. However,

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we make no claim to expertness in this lightweight field. Our interests have come, as that of so many other old-timers, from long years of camping and cooking in the woods. During the past three years we have walked over 1000 miles on the Appalachian Trail. This Trail, 2050 miles long, is a more-or-less mountain footpath along the eastern ranges from Mt. Katahdin in Maine to Mt. Oglethorpe in Georgia. Our journeys have taken place on week-ends, school vacation periods, and on odd weeks during the three-month summer holiday. We have enjoyed three-day trips; at times we have followed the Trail for ten-day periods. The Pacific Crest Trail on the West coast offers a similar type of travel for those who prefer the "far objective" type of foot-travel. To all, however situated, the outdoors calls! And wherever a country road, a stretch of mountain land, a "back of beyond" exists—there is the place for hiking.

Most readers of this magazine will doubtless be interested at this time in warm weather hiking. More people are in the woods, in camps or on the trails in summer than at any other time. Equipment for this season is less expensive and the items are fewer than for the other three seasons. We hope to discuss *wet weather*, *winter*, and *fall tramping* in later issues.

Let us watch the final preparations being made for a four-day trip thru valley and moderate mountain terrain, and look over the gear and supplies of two different four-man groups, one of which follows the practices of the older "pack-horse" school, while the other has based its equipment upon strict adherence to the "light-weight" technique. Party "A", two men and two youths, will arrange their packs upon pack-boards and in duffle bags with shoulder straps. For bedding they carry two five-pound blankets each. Ground cloths and eight-ounce duck and rubber ponchos—or Army raincoats—together with such extra clothing as thought desirable is packed in. One large tent, or two smaller "pup" tents, of eight-ounce duck, made heavy by much waterproofing, will furnish shelter. Heavy axe and trenching tool are lashed on. Cooking utensils of assorted sizes, capped by a big skillet and stew kettle, are stowed. Food, as finally piled, presents a varied assortment of eatables ranging from a part-ham or a part-side of bacon, a poke of flour, and a sack of salt to various bags containing beans, dried peas, dried fruits and potatoes. Cans of tomatoes, fruit, hard biscuit and milk must be stowed away. Toilet articles, repair kit, various luxury items—as camera, films, binoculars—must find a place somewhere. At last all is duly stowed and the many little essentials tucked into the hollow spaces. Hardly a single article may be handily got at, without disturbing all the rest. The loads weigh on the scales between 40 and 50 pounds. And for the first two miles the going is not so bad under the tump lines.

The other group, "B", prepares somewhat differ-

ently. Let us assume they are in a sense beginners. As such they have had the choice of two types of equipment and camping practice. They have not been obliged, like so many of us, to discard the heavier, older types and acquire anew the gear of the newer, light-weight technique. Hence at the packing point, we note the four frame packs—Bergans and Gerbers. When loaded these packs resemble triangular-shaped duffle bags hung on a frame. Shoulder straps are fitted with sponge-rubber shoulder pads. The pack is so mounted to the steel or bamboo frame that there are only two points of contact with the body, 1. across the hips, with a waist-strap to keep pack in place; 2. on the shoulders. The load is entirely off the back, separated therefrom by an air space and, as will be noted, the weight is mostly carried upon the hips, and hence only partially by the shoulder straps, which also provide the balancing factor.

B group have built their preparations around the three essential items for lightweight camping-hiking: the *pack*, the *sleeping bag* and the *tent*. We observe them first stowing away their sleeping bags of down, two of which are manufactured bags, while the other two are comparable items of home construction. Each weighs $3\frac{1}{2}$ pounds and is warm down to fifteen degrees. (See footnote.) Down is readily compressible, the rolled bags make individual bundles about six inches in diameter and eighteen inches long. They are placed on end in one corner of the main capacity of the pack. Next to this goes the bundle of extra clothing. Two of the packs will carry the two tents, weighing between three and four pounds. These are constructed of balloon cloth and roll into tight cylinders three inches in diameter by eighteen inches long. Such a tent may be of home construction or purchased on the market. Two firms produce them of a rubber-like material, and of very little weight. Those of canvas or duck are considerably heavier and of greater volume when rolled.

Into the pockets of the packs, three outside and two inside on the Bergans, are packed a variety of necessary articles for the trail and the luxury items, too. Into the remaining space in the pack is placed the roll of extra clothing, followed by a due proportion of the light-weight cook kits, the food lists and such spare items as one may desire to wedge in, including the long-handled, light-weight, Hudson Bay axe; wire or aluminum tent stakes, wrapped; a book, a swim-suit, what not. We are sometimes asked to recommend a suitable book for reading at the noon rest period or around the campfire. Kephart's *Camping and Woodcraft* is such a book; Mason's *Woodcraft* is another.

Foods of the light-weight school are based on these considerations: 1. They should offer a minimum of weight and bulk in the pack; 2. They should provide wholesome, filling meals; 3. Fruits, vegetables, meats and milk should make up the balanced diet. Space

does not permit a detailed discussion of the selection of suitable foods and their preparation into meals. Suffice it to say that the four-day hiking food list will weigh from eight to nine pounds and that the total pack weight will now rest between 23 and 28 pounds, by no means a hampering load. It is one readily carried by any healthy camper in moderate mountainous or wooded terrain, walking eight to fifteen miles per day. Group B now weighs up the packs and finds, after adjustment, that the average weight is just under 31 pounds, the extra weight being due to extra allowances of food for the two younger men.

One bright, summer day my oldest son of fourteen years and I were following the Appalachian Trail along the crest of the Presidential Range in the White Mountains, around the rim of the famed Great Gulf north of the Summit of Mt. Washington. A figure on the trail ahead approached us—a figure resembling those in the pictures of little brown-legged men packing enormous, towering loads to Chiang Kai-Shek's army, over the mountain trails of western China. As we came face to face and passed the time of day, we were answered only by grunts from apparently exhausted fifteen and sixteen year old boys. We decided to stop one and inquire as to destination and equipment. We hailed the last, tired straggler. "If I stop, sir, I won't be able to get this load on again," he said. "Well, we'll help you on with it, so sit down and take a rest." We sat down in the scrub and handed him our canteen. "Do you carry any water?" "Yes sir, but its packed into this stuff somewhere and I can't get at it." We gathered that he was on a week's walking trip over White Mountain trails; the leader had gone on early that morning which was the present custom, leaving the party members to follow at their own pace, a new plan, he told us, to place each member on his own, and try to get away from the single file travel wherein a rear guard prods along the stragglers. "How much food do you carry?" "Sir, we aren't carrying any food—our plans are to eat at the Huts; they also furnish lunches you know. We will sleep out in our tents, unless the weather is too bad."

We learned that the enormous pack contained four blankets, some of them cotton; a sort of quilt; extra shoes, extra clothing, including two heavy and bulky sweaters; a city-type raincoat; some iron rations; a ground cloth; part of a canvas tent with one pole and wooden stakes; a first aid kit; a cloth bag of personal items; a canteen; a rain hat; nails; part of a trenching tool; and some other smaller items. Sufficient, we thought, but far, far too heavy and somewhat typical of old "pack-horse" days on the trail.

After he had regained normal breathing and composure, he questioned us about our packs. I suggested we get off further into the scrub, and proceeded to empty my Bergans, placing the items in a row before him. "And you say that's four-days' food and all the

necessary things for sleeping out? And the weight is less than twenty-five pounds?" I said, "Yes, and here is the spring balance that we use to adjust the loads each morning. After I re-pack, you weigh it." As I packed up, he read our food list, our menus for each day and the lists from which we had prepared our packs. "Sir, why don't all hikers have packs as light as yours?" We answered that many do but that others still prefer to use the old stuff they grew up with. We explained that many leaders of groups, such as his, may be uninformed on light-weight equipment, or feel that it will not stand the abuse which boys may give it. We tried to show him that with due care and reasonable treatment, the major items in our packs were good for a lifetime.

"Now you put on my pack and walk up the trail a bit and see how it feels. It contains, as you have seen, an item similar to every one in your pack—plus four days' food and the cook-kit." The pleasure on that lad's face was worth all our trouble in unpacking in the hot sun. "Well, now, we'll help you on with your load and if you will give me your name and winter address I'll send you a little book that tells you all about this light-weight equipment." And so we went north, and he south. We were happy to have met a fine, knowing lad; if he sees this, he may know we are thinking about him.

Clothing for light-weight travel is subject to individual preference and does not readily permit of specific classification here. Foot troubles are the bane of hikers. A suitable shoe is found by experimentation—suitable socks also. Our preference for summer hiking, either day hikes or longer camping trips, are ankle length guide shoes or nine inch birdshooter boots. Both have rubber soles, and are worn over two pairs of white wool socks. There are various treatments for hardening the feet before hiking (see below) and recommended treatments for blisters. As for apparel, the rule is stated briefly: Try out various items you *think* suitable until you have learned which pieces you *know* are right.

For summer hiking in lowland, in level terrain of city parks, in neighboring woodlands, along country roads—white cotton clothing, hat and canvas shoes may be everything required. For mountain hiking, especially in the higher altitudes where drops in temperature occur quickly, many become addicted to either light or heavy wool underwear, woolen shirt and khaki trousers. Women choose men's wool union suits; men's or women's wool shirts; skirts of hard finished materials, slacks, riding pants or men's khaki trousers. Shorts are a little scant in the briars and scrub growth (See below). Loose clothing is desirable, the lighter the better; wool is generally preferable to cotton; and due care must be taken of it in service as well as in storage.

Thus it may be seen that the pleasure, relaxation

(Continued on page 29)

A New Type of Canoe Rack

By

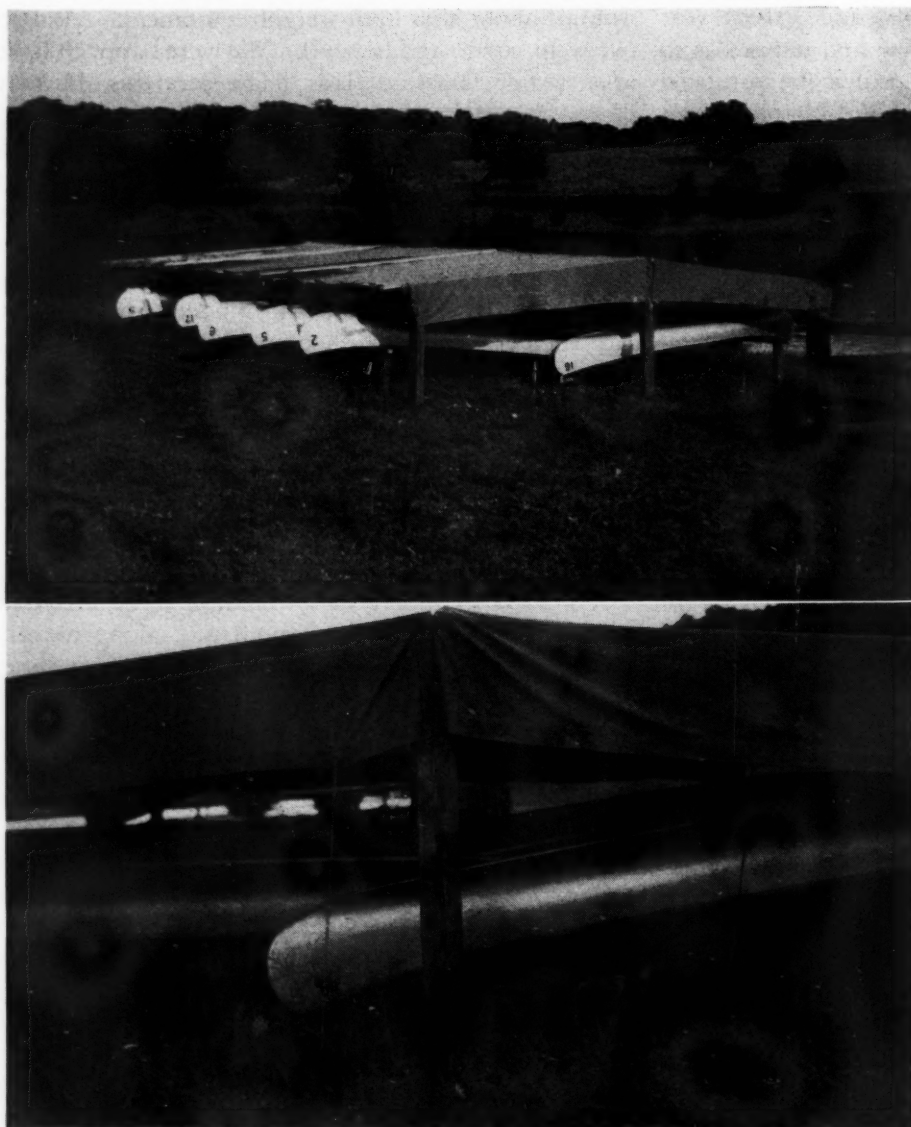
Fred C. Mills

AT the Schiff Scout Reservation at Mendham, New Jersey, in 1938, it was decided that a new and better method for the temporary storage of canoes between periods of use should be developed. Convenience and ease of handling and better protection from wind were essential requirements, the first to decrease the physical strain incident to raising the canoes to an over head or even shoulder

high rack and the second to prevent damage during wind storms. As a result a different if not new type rack was devised which seems to have effectively taken care of the need.

Its construction is simple. It consists of two 24 foot parallel rails placed 24 feet apart and raised two feet above the ground on posts with two parallel troughs of the same length placed four feet apart and ten feet inside each rail. When racked the outboard end of each canoe rests on the rail with approximately 18 inches hanging over while the inboard end rests in the trough. Sixteen canoes were stowed on these racks, eight on either side. Protection against sun was provided by tarpaulins drawn over the top of a wooden framework which extended 3 feet beyond the ends of the racks. The side of this framework is 4 feet, 6 inches high and the center (ridgepole) one foot higher.

Two years of experience seem to have proven the value of this method of racking. Several minor improvements are contemplated, including a permanent roof of cedar shakes, which should prove a worthwhile economy over a period of time. Rollers will probably be placed on the rails to allow greater ease of handling and obviate damage to gunwales as canoes are slipped in and out of their spaces endwise.



Annual Counselors' Training Course

April 3 to May 15, 1941

Pennsylvania Camping Section of the American Camping Association held at Temple University, Cornell Hall, Room 115 at Philidelphia, Pa.

Enroll with the Chairman of the Course: David B. Dabrow, 5706 Wyndale Ave., Philidelphia, Pa., Trinity 1135.

FEE—\$1.50 for entire 6 sessions or \$.50 for single session.

ELIGIBILITY—Open only to men and women 18 years or older, college students or those recommended by Camp Directors of the American Camping Association.

THURSDAY, APRIL 3, 7:30 P.M.

PHILOSOPHY, AIMS AND OBJECTIVES OF CAMPING.

Dr. Everett W. DuVall, Director of Dept. Social Group Work, Temple University.

WORK SHOP 8:30-9:30 P.M.

Arts and Crafts—Nature Lore—Photography—Seminar for Advanced Counselors.

THURSDAY, APRIL 17, 7:30 P.M.

HEALTH AND SAFETY OF THE CAMPER

Dr. Jack E. Berk, Ross V. Patterson—Fellow in Gastro-Enterology, Jefferson Medical College. Camp physician for many years.

WORK SHOP 8:30-9:30 P.M.

Arts and Crafts—Nature Lore—Water front safety—Seminar.

THURSDAY, APRIL 24, 7:30 P.M.

PROGRAMING IN CAMPS.

Morris Edelson, Director of Camp Akiba, President Pennsylvania Section of A. C. A.

WORK SHOPS 8:30-9:30 P.M.

Arts and Crafts—Rainy Day games and Recreation—Story Telling—Seminar.

THURSDAY, MAY 1, 7:30 P.M.

COUNSELORS' DECORUM AND RESPONSIBILITIES.

David B. Dabrow, Director, Philadelphia Y. M. & Y. W. C. A. Camps.

WORK SHOPS 8:30-9:30.

Puppetry—Pioneering and Indian Lore—Evening Activities and Red Letter Days—Seminar.

THURSDAY, MAY 8, 7:30 P.M.

BEHAVIOR CHANGES AS A RESULT OF COMPANIONSHIP.

Charles Frasher, Headmaster, Camp Kennebec.

WORK SHOPS 8:30-9:30 P.M.

Dramatics—Square Dancing—Folk Dancing—Nursery Camping—Seminar.

THURSDAY, MAY 15, 7:30 P.M.

POSSIBILITIES FOR A COUNSELOR IN CAMPING.

Thomas G. Cairns, Camping Executive, B.S.A.

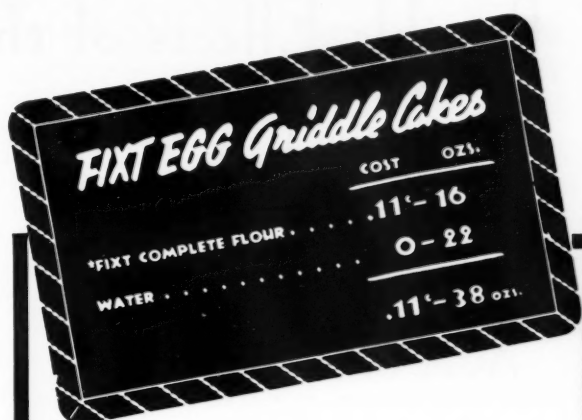
WORK SHOPS 8:30-9:30 P.M.

Activities for the Older Camper: 1. Archery; 2. Equitation; 3. Fencing.

MOVIES OF CAMP ACTIVITIES.

SEMINAR FOR ADVANCED COUNSELORS.

for APRIL, 1941



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Waffle	White Fuj Icing
Biscuit	Pie Crust
Brownie	Bran Muffin
Cookie	Corn Muffin
Devils Food	Ginger Cake
Spice Cake	White Cake
Yellow Cake	Chocolate Fuj Icing

FIXT Products

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Possible Effects of the Selective Service Act On Organized Camping

Report of the
ACA Committee

A. S. Arnold
Chairman

DR. CHARLES A. WILSON, Pres.
American Camping Association, Inc.
Ann Arbor, Michigan

Dear Dr. Wilson:

Referring to yours of October 18, in which you requested that I serve as Chairman of a committee to consider the possible effects of the draft bill on counselors in boys' camps for next summer, and my acceptance of this responsibility on November 4, I communicated with members of my committee, and wrote the Hon. Clarence A. Dykstra, Director of the Selective Training and Service Act of 1940, on December 12, as follows:

"Several thousand men and young men are employed annually during the summer months as counselors in camps throughout the country. These young men have, for the most part, undergone several years of training and preparation, and have served continuously, in many instances, with a single camp. The American Camping Association, which will convene in Washington on February 13, for its 1941 convention, would like to be in position to report at that time the possible effects that may be expected by administration of the Selective Training and Service Act of 1940.

The committee which has been selected to study this problem for the Association will appreciate your providing us with an interpretation of paragraph (f), Section 5, concerning the application of the Act to students. We are also interested to know the feeling of your administration regarding the possible deferment of men, students or others, in this educational and religious field.

The American Camping Association represents both private and organizational camping in this country, and promotes summer programs on a highly developed educational and religious pattern. Consequently, it employs a great number of well-trained teachers and religious leaders whose backgrounds are particularly fitted for the work. We will appreciate your consideration of this problem and advising us at the earliest opportunity, in order that the work of the committee may go forward in ample time for our report to the national office at Ann Arbor, Michigan, not later than January 1, 1941."

We received a reply from Major R. R. Sedillo, of the Selective Service, Manpower Division, on December 18, as follows:

"This will acknowledge receipt of your letter of December 12, 1940 addressed to the Honorable Clarence A. Dykstra, with reference to young men who are employed as counselors to your camps during the summer months.

The question as to whether a man is to be granted any type of deferment is a matter which will be determined

by the Local Board for his area, after studying his questionnaire and gathering other evidence deemed necessary to make an appropriate classification.

Section 5 (f) of the Act, which you mentioned in your letter, is a deferment granted students who had enrolled during the college term of 1940-1941 in a college or university, deferring them from service until the end of this academic year. Registrants in this classification must report for service not later than July 1, 1941 in case they are subject to call during the academic year. The purpose of this deferment was to avoid the hardships and extra expense which would be incurred by families of these students should they be forced to withdraw from school. For further information on this subject, it is respectfully suggested that you contact the Local Board in your vicinity."

Communicating further with my Committee, and the President of our Section, I have drawn up the report for the American Camping Association, Inc., which you may feel free to correct, add to, or take from.

I regret this report had to be a few days late on account of my inability to carry my regular work for the past several days, under orders of my physician.

Any time our Committee can serve you further, command us.

Sincerely yours,
ALBERT S. ARNOLD, *Chairman*

* * *

1. This report is made by a special Committee appointed by your President to study the effects of the Selective Service Act of 1940, upon Camp Counselors or Counselors of Boys' Camps.

Some Facts:

2. In the beginning, it is understood that the problem will not be faced with regard to women employees, staff members, counselors, or others.
3. Those staff members below the age of 21 and above 35, and those with dependents are in the class which we may consider definitely available for service in our camping program unless they are attached to an army reserve or some other branch of the military or naval establishment of the government.
4. The problem centers around men within draft age, 21 to 35, inclusive. Unless the Act of 1940 is amended, ministerial exemptions will remain in effect. This does not mean, however, that ministerial students will be deferred longer than the present school term. If a student's number has been drawn during the term, he will report for service at the end of the term. It is

specifically stated that his deferment is in effect no longer than the end of the term.

5. It has been recommended by the National Academy of Sciences and the Subcommittee on Military Affairs of the American Council on Education at the request of Director Clarence A. Dykstra for their consideration of the Act, that deferment be requested for key men in higher institutions of learning—teachers, graduate students and upperclassmen—in the fields of medicine, biology, chemistry, physics, geology and geophysics, engineering and their associated fields. Counselors who are regularly employed as teachers, or students in these fields apparently have a reasonable opportunity for deferment.

6. It is the sense of the statement received in correspondence with the office of the Selective Service organization in Washington that occupational deferment will not extend to camping personnel as a distinct vocation essential to the national welfare.

It is the belief of your Committee that:

7. Camping employers should give careful consideration in contracts with each male employee in regard to his status of age, dependents, and vocation.

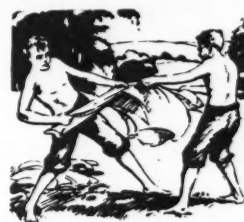
8. Contracts with men between the ages of 21 and 35, inclusive, should have clauses covering the possibility of call to service of employees.

9. The local order number of the individual and its position in respect to the rate at which men are being called within that draft board jurisdiction should be given careful consideration by the employer. For example, Hamilton Johns, a prospective counselor is 26, single, has the desired qualifications and holds a local order number 3754. Volunteers have thus far answered all or most of the calls for draftees, making it unnecessary to call men unwillingly from their jobs. It is obvious that Johns is not likely to be called upon for service during the next several months unless extreme conditions arise.

10. This report is made with the aim of helping directors make wise choices in their appointments during the 1941 season. It is quite possible that international conditions, on the one hand, and amendments to the Selective Service Act of 1940, on the other hand, may alter the situation in any of several directions. It is highly probable that the policy of local draft boards will be sufficiently determined by the spring of 1942 to facilitate more intelligent planning. It is hoped that this will be true, especially in the case of Section 5 (f) regarding the status of students, and with the educational field in general. It is suggested that officials of the American Camping Association be delegated with the authority and responsibility of participating in the promotion of legislation to delineate and ameliorate the conscription act for favorable consideration of students, teachers and counselors and for the educational field as a whole.

11. It is the feeling of your Committee that the probability of call of individuals is, in general, very low, and that camping personnel during the first year of administration is not likely to suffer serious turnover. But it is suggested that consideration be turned immediately to the prospects for 1942 and the years ahead, and that the effect of conscription upon the educational philosophy and techniques be discussed and interwoven so that definite policy of the American Camping Association may be formulated.

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A list of your Handicraft requirements for price quotation or a request for a suggested Handicraft program for Camp will be given our immediate attention.

Sincerely yours,
Craft Guild

WS/HH

Walter Schneider

International Student Service

By

MRS. GRACE HOOVER BEATTY

Corresponding Member, International Student Committee

At the recent meetings of the New York City Area Conference on the Adjustment of Foreign Students, great emphasis was placed on the necessity for intelligent and genuine hospitality to students of other countries now studying in the United States.

Such "international cooperation" would result in a better understanding on their part of our homes, community life and institutions, and on our part of their individual aims and interests, their cultures, and their countries.

In a time when continents and peoples are being thrown together willingly and unwillingly, it is quite easy to forget individuals and to label nations, races and "isms." The presence of foreign students in the United States, the majority of whom are preparing for significant professional work, is a strategic opportunity for us to keep in close touch with those parts of the world now unavailable to travelers. Particularly is it a good time to become acquainted with South American neighbors because of the increasing number of students from these countries.

To the end that foreign students will have constructive and democratic experiences while they are visiting in the States, and to the end that we shall learn from them as individuals, the American camp has a hospitality role to play. Many foreign students, because of their personal skills and interests and their maturity, make excellent camp counselors. And they bring to the camp the international feeling we so often try to create through international programs.

The International Student Committee of the Institute of International Education for years has had the experience of placing foreign women students in selected summer camps where the arrangement has been mutually stimulating and helpful. Camp directors write to the Committee that they find it adds greatly to the summer program to have a foreign student as counselor and that they look forward to continuing the custom. Foreign students tell us that camp life contributes greatly to the experience the foreign student should get in the United States, that by bringing the different nations more easily together it clears up many misunderstandings and that there is no place in American life where a foreign student can experience the give and take of good comradeship as in camp. It is a unique and valuable American experience.

A camp eager for an International Student Counselor should keep these points in mind: Be prepared to employ or invite the foreign student as a counselor rather than as a guest, so that she will feel herself a participant in the life of the camp. Help the foreign student counselor to be more than the "program" for international night—the international values will be even greater if the campers come to know her as a person. If at all possible, arrange for some financial remuneration so she will think of herself as an employed person earning her way rather than a recipient of prolonged hospitality. Just now many students are in the position of being temporary refugees, and they must

find means of complete support during their summer vacations.

Foreign women student counselors are available through the International Student Committee of the Institute of International Education, 2 West 45 Street, New York, New York. Men counselors are placed by the Friendly Relations Committee of the Y.M.C.A., 347 Madison Avenue, New York, New York.

Why Opposition to HR 1074

(Continued from page 8)

that dangerous step further and indoctrinate them with un-American principles? Does not this argument destroy itself for surely we must see that no country can survive unless it builds a strong and healthy citizenship? Surely we must have enough faith in the great traditions of our country to feel confident that we can develop in the minds and hearts of a strong and virile youth an enthusiasm for and faith in a democratic rather than a totalitarian form of government?

Because in the past undesirable political practices have entered into our systems of free education, does that mean that we should dispense with free education so as to rid ourselves of the political control and does it mean in the future that we must not extend our program of free education lest that too shall become politically controlled? I submit that this argument presents a challenge to our American citizenship. We must go forward with the processes of developing free education but we must, as many of us have been and are doing, fight vigorously against the political domination which in some sections still persists and against the evils of further political domination in the new educational facilities which are yet to be developed.

As to the fear of regimentation, does not that also represent a lack of faith in the American process? Indeed, it seems to me that this fear is in itself contradicted by the terms of bill 1074 which provides that the organization of free camps set up by the Departments of Education in the several localities shall be set up and developed with the cooperation of advisory bodies made up of experienced educators and camp people. This again presents an opportunity for the American Camping Association to extend its influence if this or a similar bill shall ever be adopted and exercise that influence in the American way to see to it that proper standards shall be established and regimentation shall be avoided.

The fourth and final argument in opposition would seem to preclude the possibility of extending the opportunities of camp life and education by living experience to the great hordes of children who can

attend neither our private nor organizational camps, because it is a matter of common knowledge that the several localities have not been able to, and certainly under present financial conditions cannot, extend their system of free education to supply the camping experience which this bill affords. Have we so little faith in our federal government that when under the present emergency conditions it seeks to offer an opportunity through the allotment of substantial funds to extend camping experiences to the multitude, that we shall refuse to accept that opportunity and thereby set back the extension of camping to larger numbers, for perhaps generations?

In the limitations of this article, I have tried very succinctly and briefly to point out what seems to me to be the implications of the opposition to this bill. Whether it can or would be passed in any form is beside the question. That we of the American Camping Association who are dedicated to our faith in the educational principles of camping should oppose the program itself as set forth in this bill, seems to me unthinkable. We would be denying every principle for which we have stood. We would be expressing a profound lack of faith in the American way of life and above all, we would stand before the public as opposing the very principles to which we have always been dedicated.

It is my own personal earnest hope both as an individual camp director of a private camp and as the chairman of the Legislative Committee of the American Camping Association that every Section of the American Camping Association will give to this bill the careful and sympathetic study which it deserves, that it shall take its stand upon the principles enunciated and that it shall rally to the support of the program which it envisages. There is a further argument of which I have heard hints which seems almost unworthy of notice, yet in closing I must refer to it even though I cannot believe that many of us will be influenced by it. I refer to the question which was never publicly but frequently privately asked as to whether this bill if put into operation might not hurt the existing camps either private or organizational. Surely, if we are sincere believers in the need of camping for as many children as possible, we cannot and will not permit our thinking to be in the slightest degree influenced by selfish considerations even if there were any foundation for that fear. For my own part, I am convinced that the extension of camping would, instead of hurting the existant camps, be a great stimulation to camping generally and make of it as much a part of the educational facilities of this country as the public or private or parochial school.

I urge, therefore, that we address ourselves to this program as a professional group concerned only with the best interests of our children and the furtherance

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of the highest type of American education. Let us study the proposed bill with thoughtful care;—let us seek by proposed amendments to make it as good a bill as possible, suggesting improvements and eliminating defects,—but in the end let us all wholeheartedly and enthusiastically work for the passage of bill 1074 that will affirm and effectuate the fundamental principles which we must all accept.

Purposeful Trips

(Continued from page 16)

can be formulated owing to the varying distribution of places to visit and things to do.

Many camps have added to the child's bill an additional sum for each trip that incurred extra expenditures. Some camps have included the price of all trips in the original fee. Then there are those who have established a predetermined sum to be used solely for touring purposes. The last-mentioned method will permit some children to go on more elaborate trips than would otherwise be possible. Once more this matter must be left to the discretion of the camp owner.

It should also be mentioned that a well-organized trip program coordinated with all camp life would require specialized equipment. Surplus or reserve in boats, cars, and the like must be on hand for the campers who at the time remain in camp. Similarly a sketching trip requires artist's supplies, an overnight trip sleeping equipment. The average camp and camper does not stock such material and simultaneously with the planning of touring programs equipment must be considered. It is immaterial who supplies these accessories yet without the same, the glamour and significance of expeditions may be lost. Careful attention given to this phase of the trip idea is well worth the director's attention.

It remains now to indicate the outcome of such an integrated program. Should a camp seriously undertake to weave the excursion plan into its present pattern? Many will unhesitatingly recommend it; for outside of the health gained from vigorous traveling it can be claimed that there always is the educational and character-building phases that make trips unexcelled as camp activities. The athlete in camp must be taught to put his prowess to practical use, the scholar has the responsibility of creating and carrying out an acceptable itinerary for his critical fellow campers. The artist can find new problems to solve and new solutions to old problems. Yet all must cooperate to make each venture a success.

If the trip is to provide the camper with something of lasting value, then any planning for youth education by this method can but bring valuable results. If it is true that we learn by doing, then what we wish to teach about the world, we must have done in it. Our educators may thus have to change their motto: we learn by doing where it ought to be done.

The trip can train youth to appreciate hardship, to understand leadership and cooperation. The trip can teach youth to have a social conscience as well as personal skill. To ignore its possibilities is to ignore the aim of camping itself.

An integrated trip program, supplementing the in-camp program and a part of it, can certainly encourage the type of camping parents want their chil-

dren to have. No camp should lose sight of *purpose* in planning its trips for in this alone lies the answer to problems of child interest, means of transportation, time, distance, and expense. A purposeful, planned trip can in many cases become the high point of a child's summer vacation. With purpose in mind there is a trip suitable to the abilities and interests of every camper. The trip belongs to the camp for the planning.

MONEY-~~SAVING~~ IDEAS

By

DAVID S. KEISER

Contribute your money-saving experiences — this column will appear often in THE CAMPING MAGAZINE. Send your contributions to David S. Keiser, Camp Lenape, 7733 Mill Road, Elkins Park, Pennsylvania.

- **PRINTING.**—A director has recently discovered that for the past ten years his printer has been cutting just *five* 10¼" x 14" catalog covers from cover stock measuring 26 x 40 inches. The director has easily puzzled out a way of cutting *six* covers therefrom. The moral: always check on your "experts".
- **REUNION.**—A director advises that he could save \$100 by eliminating the usual spring reunion. He would like to learn through this column the experiences of others in postponing spring reunions until—July 1st!
- **FOOD.**—Buying cereal (such as oatmeal) in bulk in bags saves money for some camps.
- **FIRE INSURANCE.**—It is pointed out that some insurance salesmen sell insurance to the camp at so much per thousand regardless of the type of buildings insured. Others sell insurance at so much per thousand on the main buildings, a lesser rate per thousand on the cabins and smaller buildings, and a still lower (home) rate on the director's bungalow. The latter method of rating is the less expensive.
- **LIABILITY.**—When a director arranges with a contractor to do work for him either at his camp in the summer or at his home in the winter, it is well not only to ask said contractor whether he carries Workmen's Compensation Insurance, but to insist on his showing the policy. It has been called to the attention of this column that some individuals who have been told by contractors that they carried such insurance discovered the falsity of such statements, only when they themselves were sued for ensuing accidents.
- **FOOD.**—One large camp reports the buying of quantities of eggs when they are cheap just before the opening of camp, and then, for a nominal charge, stores them in the local ice company's plant. They are used for baking during the camp season.
- **FINANCIAL.**—Several large camps have reported to this column that they obtain 10% discounts from their hardware dealers.
- **PROTECTION.**—A New England director reports that he always makes it a point to know where he can quickly rent or borrow a large size tent for use as a substitute mess tent in the event of his dining room burning down.
- **OFFICE.**—One camp director, after addressing several hundred catalog envelopes to old prospects, discovers it has a lot of duplicates. Over these duplicate addresses (on the light brown envelopes) are pasted sections of (light brown) gummed wrapping paper, on top of which are penned or typed other addresses to which catalogs are to go, especially in the case of counselors and other non-first-flight prospects.

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"Leathercraft Headquarters" opens the 1941 season with a splendid array of new projects, and fine, right-priced tools and materials. Teach youngsters this handcraft and you give them a priceless asset for life! Write for booklet!



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PLASTIC ART PLAQUES

*New this season. Offer Profit and
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Plastic Art work is as old as the hills, and yet new and fresh as tomorrow. With the discovery and the rapidly-widening use of modern plastics, the whole field of plastic endeavor came to life again during the past year as can be observed in gift shops, advertising and promotional fields, and the demand is evidenced by camps and schools for an individual plastic art plaque created and designed exclusively from their seals, slogans and suggested copy. These beautiful art plaques will find a ready and profitable sale at camp canteen or store.

Plastic Art Plaques used as an award in any major activity are really worth working for. Any boy or girl will appreciate receiving one of these handsome plaques as a prize in any event and will be proud to take them along back to school or home to hang in their own room. Here is year-round publicity for your camp when these Plastic Art Plaques go home with the camper.

Smart camp owners will at once

sense the value of presenting one of "their own camp plaques" to full season campers when camp closes. Many will use them as gifts in contacting parents in their effort to sell their camp in pre-season. Others will use them as Christmas gifts to resell camping to an old camper for another season.

Many will buy them as souvenirs of a visit to your camp—from any angle it's advertising that lives and a gift that has value. Nicely boxed—ready to hang.

For further details write to the J. F. Snyder Studios, 110 Crestmont St., Reading, Pa.

NEW RELIGIOUS FILM SERVICE

In army camps recruits are learning to mount horses, clean guns, capture enemies, all with the aid of motion pictures. The army of young folks marching off to summer camps and schools this year will learn principles of citizenship, health, religion, good character, through motion pictures too, if the program outlined by a new religious film service is followed.

Originators of the project maintain that a successful motion picture program requires both: proper films and proper use. Religious Teaching Pictures, (a profit-sharing project) is ready to provide camp and summer school directors with proper films of all types. Although the headquarters of the project is in Chicago the principal production work will be done in Hollywood by experienced technicians. New Biblical pictures are now being produced. In addition films produced by others have been carefully selected and evaluated. Proper use is insured by furnishing Leadership Manuals with every film booked. A larger manual "Film in the Church" contains a wealth of information about using motion pictures for character training. A booklet listing films and describing the service is available to directors.

If the world is to be made safe for right living, the qualities essential to right human relationships must be imparted more quickly and more thoroughly to the next generation than to the last. The motion picture seems to be the tool that, in the right hands, can help to bring that necessity about.

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The Director's Obligation

(Continued from page 5)

best counselors may be some who have difficult problems. Awareness of the subtle variances of mood and behavior which are the symptoms of emotional hunger, or conflict, or frustration, is a cardinal characteristic of good directorship. Such an awareness places a check upon words of impatience. It insures sympathy, and the restraint which goes with insight. It helps the director to say and do the right thing, in the right way, at the right time. Counselors *are* people. The directors who accept them as such are willing to make the effort of knowing better how to minister to their human needs.

The director's library should consist not only of books on menus, activities, and child psychology. It should contain also at least a few books that will add to the director's ability to deal wisely with these personal and social problems of his staff associates.

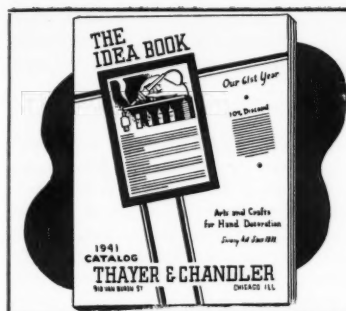
6. *Post-camp appraisal*: This same concern for the welfare of his staff will prompt the director to provide a post-camp appraisal for each counselor covering his performance of the season just passed. The value of such an appraisal is obviously not limited to the director's obligation to the counselor, but certainly that is an important aspect of it. The appraisal may be given verbally at the end of camp, by letter soon after camp closes or later, after information has come in from parents, or even in mid-winter when the director has an opportunity to see the counselor and after the events of the summer have assumed a proper perspective. The particular method is perhaps less significant than is the care and spirit with which the appraisal is made. Within the limits of truthfulness, maximal commendation and appreciation should be accorded. Likewise should the counselor be informed concerning the points at which his performance fell

short. There need be no embarrassment for either party in the communication of just criticism, for we are assuming a relationship that is one of trust and mutual respect. Naturally, the director will be influenced in his letters of appraisal by the consideration of future connection with the camp, but his relationship with the individual should induce him to speak or write honestly and constructively.

Throughout the foregoing discussion, we have frequently assigned matters of policy to the decision of the individual director. We could hardly do otherwise in view of the broad differences which prevail among directors in basic camp philosophies. For purposes of illustration we have referred to practices found in three general types of camps. These are (1) the paternalistic, in which the director dominates the lives of both counselors and campers; (2) the *laissez-faire*, in which the counselor is virtually disregarded so long as certain minimal standards are met; (3) the democratic or mutual benefit plan, under which every counselor is regarded as an integral part of the camp and respected as such. Camps as a whole may follow one of these three patterns or combinations of them, but these underlying philosophies will be the final determiners of just what obligations toward the staff a given director chooses to assume. There will be no question in the mind of anyone that certain obligations are unavoidable whatever the attitude of the director: good food, adequate medical care, a comfortable bed, reasonable hours on duty, full understanding of what is expected of the counselor and the carrying out of all agreements whether written or verbal.

In summary the present writers feel that the larger interests of camping will be served if directors would be willing:

- a. To go to greater pains in making clear to the counselor-to-be just what his camp stands for in philosophy and practice, and just what will be expected of the counselor.
- b. To put employment agreements in the form of carefully stated contracts that have no uncertainty as to details.
- c. To make the job assignment clear-cut and definite, giving adequate scope for the exercise of counselor initiative, judgment and responsibility within well understood limits.
- d. To maintain a procedure of staff training and supervision that expresses the best theory and practice we know in the art of helping people to grow.
- e. To make adequate provision for social needs, both recreational and emotional.
- f. To provide considerate and truthful appraisals of the work of their counselors after the period of service is ended.



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SPECIAL DISCOUNT
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Camp Directors

Light-Weight Equipment

(Continued from page 19)

and joy of your walking trips may well depend on what you wear and what you carry. Hikers on the Appalachian Trail walk through the down-pours, remove, and pour the water from their shoes, put them on again and walk them dry. To enjoy foot travel on foot one must be free of care, free in spirit and free of worry over changes in the weather. Adequate and proper equipment will do much to make day hikes or longer journeys furnish the maximum enjoyment and happiness. We have only attempted here to present certain basic considerations leading to further study and experimentation in this field. The individual hiker or the party leader may go on from here to further application of the light-weight technique for maximum joy in walking.

(Editor's Note: Mr. Edwards writes from an experience of 27 years of cooking, carrying and camping in the woods. In the earlier years he followed of necessity, the older, back-packing practices which depended upon bulky, relatively heavyweight items of duffle. Of late years he has experimented with, and become a close student of, the obvious merits of the "light-weight" camping technique for hikers on the trail and in the woods. Three of his publications are listed below.)

1. *Cooking. Carrying. Camping on the Appalachian Trail. A Manual for Beginners.* Price 25c from the author, Box 331, Silver Spring, Md. This book advises upon clothing, equipment and foods for all-weather and all-season foot-travel.

2. *Directions for Making the FOUR-EIGHT-FOUR SLEEPING BAG OF DOWN.* Price 10c from the author. This bulletin contains plans, instructions and source of materials for those who can make this item at home.

3. *Directions for Making the FOUR-EIGHT-THREE LIGHT-WEIGHT HIKERS TENT OF BALLOON CLOTH.* Price 15c from the author. (In course of preparation) This bulletin contains plans, instructions and source of materials for those who can make this item at home.

Dr. Kilpatrick Speaks

Reported by Mildred Biddick

Dr. William Heard Kilpatrick, in his talk before the Rocky Mountain Camp Association on the "Techniques of Informal Education," stressed the connection between learning and living. He called attention to the fact that every step in any enterprise permeates and influences every subsequent part of the experience. This is characteristic of all intelligent living. Learning means that some part of living stays with a person to influence further living. Persons learn all the time and apply what they learn immediately with all of the emotional coloring that goes with it. In other words, we learn what we live, and we build what we learn at once

into character. We learn from any experience what we accept to act upon and only that. We don't learn everything in equal strength, but rather learn in proportion as we live an experience. This means that we learn to the degree that each step relates itself to the things that we already know, and we learn more strongly those things which we live more deeply. The child does not always learn what the teacher thinks he is learning.

The question was asked, "What are some of the criteria for selecting activities?" Dr. Kilpatrick said that two are sufficient: Is it fit to be built into character? Second, how deeply will this particular group live it? Or, how pertinent is it to their living now?

In response to the question, "How can we relate informal activities to the economic problems of the members of the group," Dr. Kilpatrick said that it is important to remember that it is they who relate rather than we who relate things for them. Thus, it is necessary to start where they are and stay close to their living, for unless they see how it relates to their living, it will have little meaning to them. If they propose it, there is more chance that they see a reason for it. Dr. Kilpatrick especially cautioned group workers and teachers to be very careful that the projects which children choose really represent their interests and are not merely suggested in an attempt to please the leader.

The question of whether group workers should concern themselves with national defense brought the comment that probably they shouldn't unless it is very closely related to the lives of the members of the group. He said that young people want to do something that seems important to others. They do not want to be told what to do, and they don't want to be exploited, but they do find great satisfaction in doing work in any community which has genuine worth, recognized by adults as well as young people.

In concluding, Dr. Kilpatrick said that it is not always possible to begin with the kind of living which we think is good, but we should always attempt to cultivate that kind of living which sprouts better living. If we do that constantly, other things will take care of themselves.

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MIDDLE-AGED WOMAN, College Graduate, interested in small camp management or cooking. All kinds. Fond of camp life and work. Address Box 163, The Camping Magazine, 330 S. State St., Ann Arbor, Michigan.

GROUP COUNSELOR IN GIRLS' CAMP. Particularly interested in working with younger children. Proficient in teaching dramatics. Two seasons' experience as a counselor. Resides in Indiana. Single. Age 26. Christian. Address Box 164, The Camping Magazine, 330 S. State St., Ann Arbor, Michigan.

NURSE: Registered nurse, twenty-seven years old, unmarried, desires position as camp nurse or counselor during the summer months in any Eastern state, preferably Maryland. Teaching experience with grammar school children. Three years' experience as a camper. Address Box 158, The Camping Magazine, 330 South State St., Ann Arbor, Michigan.

WATERFRONT DIRECTOR OR COUNSELOR: Experienced waterfront and counselor in Girl Scouts desires similar position in private or organizational girls' camp this summer. Holds Senior and Instructor Red Cross Life Saving Certificates—also Senior First Aid Certificate. Could also teach folk dancing, Tennis, Riding and Archery. Bachelor of Science degree; now employed as teacher of health and physical education. Address Miss Mary E. Ravenscroft, Livingston, Alabama.

COUNSELOR IN GIRLS' CAMP: Two years' experience as counselor. Single. Can teach tennis and organize games program. Tutor in languages. Speaks French fluently. Prefers position in the Mid-West or on the Pacific Coast. Write Miss Helene Roditi, 4555 Main St., Kansas City, Missouri.

CABIN COUNSELOR: Desirous of position as cabin counselor in boys' camp. Seven seasons as a camper; three seasons as a staff member. Assistant Scoutmaster and Eagle Scout. Bachelor of Science degree—now a medical student. Experience in athletics and singing. Twenty-two years of age, single. Write Mr. M. Edward Johnson, Victor Vaughan House, Ann Arbor, Michigan.

MARRIED UNIVERSITY STUDENTS: desire employment in summer camp. Mrs. Southam experienced nurse and zoology major. Mr. Southam has four years' experience in boys' camp; three years' in forest service. B.S. in pre-medicine and biology. Will consider work in any part of the country. Write Mr. and Mrs. Chester Southam, 517 S. Ashbury St., Moscow, Idaho.

COUNSELOR. Preferably waterfront. Red Cross Instructor. Former member of Boston Swimming Association. Also experienced in pioneer work, hiking, canoe trips. Two years' experience as camp counselor; five as camper. Age nineteen, college sophomore. Excellent references. Address Miss Ida May Hollis, Bates College, Lewiston, Maine.

CABIN COUNSELOR in girls' camp. Five seasons' experience as camper; one as counselor. Proficient in teaching tennis, canoeing, sailing, archery and handicraft. Address Miss Mary E. Lushbough, 115 North Orchard St., Madison, Wisconsin.

WANTED: Woodcraft counselor for private girls' camp in Michigan. Must have experience in outdoor cookery and overnight trips away from site. Person should also be able to handle nature study. Prefer person from Detroit or Chicago areas. Address Box 160, The Camping Magazine, 330 S. State St., Ann Arbor, Michigan.

SEVEN ACRES OF PINES, shore of Friends Lake (near Lake George), New York. Large house (8 bedrooms, all dormitory size), studio boathouse, large garage with dormitory upstairs, crystal-clear water, electricity, running water, fireplace, ice house . . . \$7,000. Albert S. Bates, 1049 Park Avenue, Schenectady, New York.

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FOR SALE OR LEASE with privilege of buying Complete Travel Camping Outfit suitable for organization or private camp trips. Two busses seating 18 each, complete with lockers and suitcases to fit. A Commissary-baggage car with gas stove, tents, cots and sleeping bags. Very reasonable. A successful, going organization, but ill health of director makes selling advisable. For detailed information, write Box 159, The Camping Magazine, 330 S. State St., Ann Arbor, Michigan.

FOR RENT: Camp O' The Hills—the Jackson, Michigan Girl Scout Camp after August 11, 1941. Located on Wampylers Lake, four miles from Brooklyn, Michigan. Reasonable terms. The camp will accommodate 100 people. For further information, correspond with the Jackson Girl Scout Office, 46 Sun Building, Jackson, Michigan.

WANTED: Position as director or associate director with broad responsibility in boys' camp. Thirteen seasons as counselor, business manager, program director, and director in large mid-western camp. Specialization: piano, song-leading, social program. Married. Location unrestricted. References. Box 145, The Camping Magazine, 330 S. State St., Ann Arbor, Michigan.

CAMP NURSE desires position in private or institutional camp, preferably in Northern Illinois, Wisconsin or Michigan. Single. Master of Nursing degree, Western Reserve University. Two seasons' experience as counselor; three as camper. Can integrate health program with general camp program. Experience in camp craft and trip camping. Address Box 161, The Camping Magazine, 330 S. State St., Ann Arbor, Michigan.

COUNSELOR in girls' camp. Field of sports preferred. Three years' experience as counselor. Proficient in teaching all sports. College education. References available. Address Miss Mary Ann Hoffhine, 44 Bullitt Park Place, Bexley Branch, Columbus, Ohio.

EXPERIENCED KINDERGARTEN TEACHER, specializing in music and crafts, with camper experience of seven summers and six seasons' experience as counselor would like to work in a junior girls' camp. Address Miss Leonore J. Meyer, 437 Walnut St., Reading, Pa.

THE CAMPING MAGAZINE

Tree Conservation

(Continued from page 13)

trees, a club was formed composed of all interested campers. This group voluntarily cultivates and waters the larger trees. The club functions daily after morning inspection and for ten minutes after the evening meal. We have found that the interest in this club has been so keen that participation of campers is almost 100%. We have found that the actual working with trees develops an appreciation for them.

Arbor-day Program.—Early in the spring, during the week of the National Arbor Day celebration, we have a reunion at camp, the program in main being one of tree conservation. At this time we plant a number of large evergreens from nearby nurseries. These trees are donated by the parents and of course properly marked for their donors. Combined with the planting is a social mixer program of songs, games, and steak roast for all. We find this program to be a very worthwhile interest arouser.

Further Correlations with the Camping Program.—We feel this type of program can be successfully correlated with many activities in camp. It will fit in with nature study in all its phases, particularly bird life, trees themselves and insect life.

The photography club will find many uses for trees as settings for photos and will enjoy making photographic records of tree growth from year to year and other phenomena.

The pioneer-camping program including the building and proper care of campfires, building wind-breaks, shelters, and overnight outposts can teach conservation in one of its most practical forms.

Stories and dramatizations of the forest make ideal campfire programs. These can be composed by the campers out of their own experiences.

In the bibliography you will find many sources of interesting movies and other materials.

In Summary of our efforts, we feel that we have accomplished the following: (1) We have solved our immediate problem of reclaiming otherwise useless land, prevented erosion and further deterioration. (2) We have beautified and enhanced the value of our land by a profitable tree crop and the preservation of wild life in many forms. Approximately 130,000 evergreens and shade trees have been planted on the property. (3) We have assisted in the national program for the reforestation of idle land. (4) We have developed fun and a wholesome constructive interest among our children for working with and preserving trees, an interest in a subject that cannot be exhausted.

This problem of conservation is a vital challenge to all of us. If you are fortunate enough to have a wooded campsite, let your campers know the joy of learning to take care of and preserving it. If you do not have one, start one. If you are interested in fur-

ther details, the author will be glad to communicate with you.

SUGGESTIONS FOR A PROJECTED PROGRAM

Nature appreciation, involving an understanding of the intricate interrelationships among all natural forms of wildlife that compose a balanced state in a given area, is the prime aim of any conservation teaching program. For, if nature is truly appreciated, there will develop a strong motivating influence for conservation in all its phases. The following projects are suggested as being particularly adaptable to the camping program.

GENERAL

1. Building a nature trail in the woods.
2. Photographing wildlife.
3. Showing wildlife films available from U. S. Department of Agriculture and other sources.
4. Practicing fire control and proper use of fire.
5. Establishing a home terrarium with native plants.

MAMMALS

1. Visiting fur farms, museums, zoos and State game and fish commissions.
2. Appreciating the value of skunks as destroyers of mice and insects.
3. Making plaster casts of bird and mammal tracks to help others to recognize these tracks.

BIRDS

1. Learning to identify birds by notes and songs, plumage, nests, flight or other movements, feeding habits and wing and tail pattern.
2. Building bird houses and bird baths and putting out nesting material.
3. Establishing winter feeding stations.
4. Controlling prowling domestic cats.
5. Improving habitats so the native birds may increase.
6. Planting bird cover and food.

FISH

1. Learning what the problems of fish conservation are.
2. Visiting a state hatchery.
3. Learning and practicing the principles of good sportsmanship.
4. Returning to water all undersized fish and fish not needed for food.
5. Carrying on projects of stream and lake improvement. Learning fish and game laws.

INSECTS AND SPIDERS

1. Learning to identify the common kinds of helpful and harmful insects.
2. Practicing control methods for destructive insects such as army worm and Japanese beetle.
3. Keeping a collection of human interest stories that have been derived from watching and studying insects. Tell these stories at camp gatherings.

REPTILES AND AMPHIBIANS

1. Observing the habits of turtles, frogs and toads.
2. Learning to tell poisonous from non-poisonous snakes and what to do for snake bite.

TREES

1. Saving the hedgerows, and planting fencerow forests.
2. Planting native shrubs and fruit trees.
3. Brushing out woodland.
4. Cutting vines that are choking young trees.
5. Removing diseased trees and checking for insect ravages.
6. Planting an arboretum of unusual trees.

7. Developing forestry games, such as tree matching, etc.

WILD FLOWERS

1. Making a collection of all wild flowers common to the camp property.
2. Planting seeds and transplanting flowers to ravines, gullies and roadsides.
3. Establishing a garden of common wild flowers.

WEEDS

1. Learning to identify noxious weeds.
2. Learning to know what weeds can be used for food.

Teaching nature appreciation to our boys and girls will aid in preserving those kinds of wildlife which are still abundant. Boys and girls of today are the conservationists of tomorrow, and knowledge of the present plight of wildlife will be a stimulus to them to try to keep those forms we still have so that future generations may enjoy them. The same stimulus will cause the boys and girls to restore and build up some of the reduced species. By becoming nature conscious the individual develops an appreciation of the joys of outdoor living. Youngsters will fully see the beauty of the out-of-doors and learn to love it.

We are indebted to the following publications for many of the facts included in this article and suggest them as valuable aids in developing a conservation program: *Teaching Conservation of Wildlife through 4-H Clubs* by Ruth Lowman; *The Forestry Primer of the American Tree Association*; *Fires for Fun*, Department of Conservation, State of New Jersey; *Nature Magazine* of the American Nature Association.

With Our Authors

Frederick H. Lewis—(page 3). For 10 years Mr. Lewis has been owner and director of the Vistamont Camps at Bristol, New Hampshire. He is an instructor in the Psychology Department of Simmons College, Boston and his major interest in camping is the application of psychological principles to camping education. He is a graduate of the College of Emporia and his graduate work was done at the University of Kansas and Harvard. He is the author of *Folk Songs of Pasquaney* and contributes regularly to *The Psychological Review* and *The Journal of Experimental Psychology*. His hobby is writing operettas for children. His mailing address is 10 Chauncy Street, Cambridge, Massachusetts.

L. K. Hall—(page 3). Dr. Hall is Director of the Social Science Division of Springfield College and teaches courses in camping at that institution. He is the editor of *Association Forum* and the author of *Work Begun* and *Jesus and a Boy's Philosophy of Life*. He founded Camp Wood in Kansas, has directed camps in China, and was the director for five years of Camp Brooklyn. He graduated from Baker University and did his graduate work at Columbia. He plays the block-flute for fun. His mailing address is Springfield College, Springfield, Massachusetts.

R. K. Atkinson—(page 6). For the past 15 years Mr. Atkinson has been instructor in The School of Education of New York University in the division of Sociology and Physical Education. A graduate of Pacific Methodist College, he holds the degree of A.M. from New York University. He has had extensive experience in public recreation and

was at one time Field Secretary for the National Recreation Association. He was Educational Director of The Boy's Clubs of America from 1926 to 1936, and Executive Director of The Boys' Club of New York from 1936 to 1938. He has conducted counselors' training courses in many centers. His books are *Play for Children in Institutions* and *The Boys' Club*. His hobbies are fishing and photography. His mailing address is 127 Harvard Avenue, Rockville Center, Long Island, New York.

Frederick L. Guggenheimer—(page 8). Director of Camp Winnebago, a private camp for boys. Mr. Guggenheimer has long been prominent in camping. He is Chairman of the Committee on Legislation of the American Camping Association, member of the Board of Directors, and in the past has served as President of the New York Section of the A.C.A. and as editor of *The Camping Magazine*. A graduate of Johns Hopkins University, he received his Masters Degree from Teachers College, Columbia University. He is a lawyer by profession and is Executive Director of the City Affairs Committee of New York. His mailing address is 219 West 81st Street, New York City.

Robert G. Lechner—(page 10). Mr. Lechner is owner and director of the Echo Hill Camps, private camps at Sunnyside, New Jersey. He has had camping experience in Boy Scout, Y.M.C.A. and Y.M.H.A. camps and has spent several summers canoeing in the Thunder Bay district of Canada. He holds an M.A. degree from Trenton State Teachers College and is Director of Health and Physical Education at the Hun Schools of Princeton. His major interests in camping are nature, conservation and pioneering. His mailing address is 927 Carteret Avenue, Trenton, New Jersey.

Herbert Bearl—(page 14). Mr. Bearl is instructor of design in The New York School of Printing and also does free lance art work, lecturing and writing. He holds an A.M. degree from New York University. He is in charge of art and nature work, including trips, at Camp Modin, a private camp at Canaan, Maine. He has contributed to *Nature Magazine*, *School Arts*, *Rocks and Minerals*, *Mineralogist*, *Educational Screen* and others. His chief hobbies are hiking, winter sports, nature collecting (especially sea shells) photography and painting. His address is 35 Crown Street, Brooklyn, New York.

Sterling W. Edwards—(page 17). Mr. Edwards is a teacher at the McKinley Technical High School in Washington. He is a graduate of Western Maryland College. Although never associated with organized camping, Mr. Edwards has been an ardent and tireless camper all his life and has been particularly active in the development of the Appalachian Trail and in the perfecting of camping equipment suitable for hiking this and similar trails. His hobbies are cabin building, restoring antique furniture, and hiking. He has published three pamphlets as listed at the end of his article. His mailing address is Silver Spring, Box 331, Maryland.

Fred C. Mills—(page 20). Mr. Mills is the National Director of the Health and Safety Service of the Boy Scouts of America. Prior to assuming this work in 1931 he was Director of Swimming and Water Safety for the National Council of the Boy Scouts. He has been prominent in swimming and life saving all his life, serving the American Red Cross in several capacities and teaching life saving in many prominent universities. He is the author of numerous publications on water subjects. His mailing address is Boy Scouts of America, 2 Park Avenue, New York.

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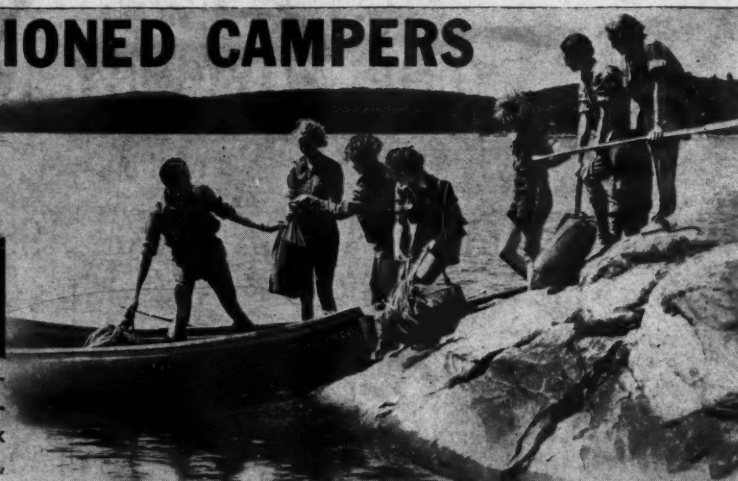
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